



Moving Forward: Finding New Roads to Success Transition Conference

Sponsored by the Arizona Department of Education, Exceptional Student Services
and Rehabilitation Services Administration, Vocational Rehabilitation

Wednesday, September 10, 2003 – Friday, September 12, 2003

Hilton Tucson El Conquistador Golf and Tennis Resort
10000 North Oracle Road
Tucson, Arizona 85737
(520) 544-5000

Tentative agenda

Wednesday, September 10, 2003

12:00 – 5:00	Registration
1:00 – 2:00	Concurrent Sessions
2:00 – 2:15	Break and Snacks
2:15 – 3:15	Concurrent Sessions
3:15 – 3:30	Break and Snacks
3:30 – 4:30	Sessions

Thursday, September 11, 2003

7:30 – 5:00	Registration
8:00 – 9:00	Continental Breakfast
9:00 – 10:00	Concurrent Sessions
10:00 – 10:15	Break and Snacks
10:15 – 11:15	Concurrent Sessions
11:30 – 12:30	Lunch
12:45 – 1:45	Keynote Speaker, Dr. Ed O’Leary, on the Reauthorization of the IDEA and the implications for transition services
1:45 – 2:00	Break
2:00 – 3:00	Concurrent Sessions
3:00 – 3:15	Break and Snacks
3:15 – 4:15	Concurrent Sessions

Friday, September 12, 2003

8:00 – 9:00	Continental Breakfast
9:00 – 10:00	Concurrent Sessions
10:00 – 10:15	Break and Snacks
10:15 – 11:15	Concurrent Sessions
11:15 – 11:30	Break and Snacks
11:30 – 12:30	Concurrent Sessions

Join us in welcoming
Jean Ness, Ed O'Leary and Colleen Thoma to
Moving Forward: Finding New Roads to Success

Jean E. Ness, Ed.D., is presently Project Director of the Title III Project in collaboration with Fond du Lac Tribal and Community College, and the Principle Investigator and Project Director for the Expanding the Circle Project and Future Bound Project at the Institute on Community Integration, College of Education and Human Development at the University of Minnesota. In this capacity, Dr. Ness provides technical assistance, coordination, development and implementation of activities that are directly related to the successful transition and retention of American Indian students in high school and postsecondary education. Dr. Ness's research interests include investigation of successful transition and retention strategies of high school and college students at risk, especially American Indian students attending tribal colleges. Dr. Ness has been working in the field of transition for 20 years.

Ed O'Leary received his Doctorate from the University of Illinois in Vocational Technical Education/Special Needs (1991) and his Masters in Special Education from Drake University. He has spent over 30 years working in and with schools as a secondary special education teacher, special education consultant, transition specialist, work experience coordinator, program specialist and program director. He has also taught at the graduate and undergraduate level and has worked in Vocational Rehabilitation. He has trained and presented nationally on the transition requirements under IDEA '97. He has developed an approach in helping districts and states meet the transition requirements and demonstrate improvement and results. The Transition Outcome Projects are now operating in 20 states.

Colleen Thoma is the coordinator of the undergraduate and graduate programs that prepare special educators to teach students with cognitive disabilities/mental retardation at Virginia Commonwealth University. She teaches courses in methods/strategies, transition planning, assistive technology, characteristics of students with cognitive disabilities, and assessment. She has conducted research in the areas of assessment, self-determination in transition planning, positive behavior supports, and teacher education. Dr. Thoma has published articles, book chapters, and made presentations on self-determined transition planning, alternative assessment, person-centered planning, assistive technology, and teacher education.

Sessions in
Starting Here, Starting Now
will address the fundamental aspects of transition services.

Sessions include:

Connecting Curriculum, Coursework, and Communication to Postschool Outcomes for Students will emphasize how the regular educator is involved in the Transition Planning Process.

Creating and Using Transition Planning Interviews to Simplify Your Life will lead you through the steps of creating and using a Transition Planning Interview, helpful to students in setting a realistic, student-driven career plan.

Creating Your Own Map will discuss a career-centered curriculum describing how students learn strategies and techniques to enhance their search for career and postsecondary education options.

Destiny's Child: Straightening the Path will highlight a panel of students with varying disabilities (physical, emotional, learning and/or cognitive) presenting their stories and discussing what did and did not work on their personal path to success using student-led IEPs as a basis.

IDEA and Transition Services Planning with an Introduction to the ADA will review the basic educational rights of children with disabilities under the Individuals with Disabilities Education Act, with a focus on transition planning services.

Making Every Minute Count for Highly Mobile High School Students: Interactive Mapping for Transition-Centered IEP Meetings will demonstrate how one special education team facilitates highly interactive, transition-centered IEP meetings, designed to elicit high levels of information from the student, the parents, teachers and program directors.

Staying Out For Good! will introduce you to a transition manual that will improve academic and social skills of your students, resulting in positive reintegration into society upon release from a controlled care setting.

Success with Student-Led IEPs/Student Involvement in the IEP Process will provide an overview of the student-led IEP process, how it can work, and how to implement it.

Transition Services in the Most Restrictive Prison Setting discusses utilizing the *Merging Two Worlds* curriculum, resulting in an individual transition plan for each student through the use of interest inventories, transition interviews, and transition portfolios.

The Transition Trail...Meeting the Needs of Change discusses how to integrate students into work, the community and social activities.

Sessions in
You Might Know, You Think You Know
will inform participants of tools and strategies to implement
the transition requirements.

Sessions include:

From Inclusion to Transition: Weaving the Path for a Student with Severe Mental Retardation will cover inclusion and reviews key aspects of the person-centered planning process.

Life After High School: The Development of a Transition Course for Socially, Economically, and Educationally Challenged Students with Specific Learning Disabilities will outline our process in developing a transition course for socially, economically, and educationally challenged students with specific learning disabilities.

Mission Possible: Successful Transition to Postsecondary Education will discuss students with specific learning disabilities and how they were successful at the college level.

Supporting Student Self-Determination: Strategies Teachers Use Every Day will share strategies, tips, and student stories about self-determination to provide guidelines on how to assure that everything you do supports what you believe, and more importantly what students believe is important!

Transition Assessment will share information about making “wise decisions” during the transition assessment process by identifying types of assessment strategies and examples of instruments, guidelines for choosing which strategies would be most effective, and guidelines for conducting assessments that facilitate student self-determination and family involvement.

Traumatic Brain Injury (TBI): Transition Issues and Strategies for Planning for Students with TBI will identify the issues related to transition planning for students with TBI and provide strategies and tools to guide the transition planning process.

Winning Grants When the World is Wacky will offer information about what funding sources exist, how to access them, and a “Top 10 List for Grant writers”.

Sessions in
You Know It All, but WAIT! There's More
will educate participants about model projects and programs
to replicate in their own settings.

Sessions include:

Continental Project's Heritage: The Structural Foundation of a Nationally Recognized, Community-Based Transition Program will share its ten-year history of using real work, real pay, and real life to successfully transition students with special learning needs into employment.

Creating Rising Stars through Youth Leadership will share the unique inside-out personal leadership process focused on improved goal setting, interpersonal skills and attitudes.

Expanding the Circle: Respecting the Past, Preparing for the Future: A Curriculum to Support American Indian Students in Transition will describe the development and application of a model for preparing American Indian youth for transition from high school to postsecondary education.

The Journey to Independence will discuss a program preparing students with learning and/or emotional disabilities for postsecondary education or work opportunities.

Prevocational Training for Students with Mild Mental Retardation will share how to incorporate prevocational activities into IEP objectives, which correlate with the state required AIMS-A testing. Also addressed will be the needs and concerns of business owners, especially as it relates to under-age volunteers and adult supervision.

Ready, Set, Work! will explore vocational training with your life skills population and provide steps to develop community resources to help teach students proper work skills and ethics.

Self Advocacy: A Path to Success shares a transition unit designed for junior high special education students in a resource English class which also addresses the Arizona State Standards.

Sessions in
Anything, Everything and Something in Between
allow participants to experience a potpourri of topics—all
of which have been determined as educationally worthy for
the conference yet fall somewhere outside of the other
designated strands.

Sessions include:

Arizona's Best Kept Secret for Career Development Resources: AzCRN shares the free career development resources that are available to teachers, counselors, parents and administrators to assist students with making better decisions about careers and educational choices in Arizona.

Accessing Community Resources in Trying Times will be an interactive overview of the community resources and services provided by Information & Referral teaching participants how to use the 2003-2004 edition of Information and Referral's Directory of Human Resources effectively and gain skills for finding community resources.

Centers for Independent Living: Your Community Resource will discuss Arizona's Centers for Independent Living (CIL's) assistance in the transition process by empowering students through Peer Mentors and the Independent Living philosophy of choice and control.

Disability Overview: SSDI, DAC & SSI-DC will provide an overview of the Social Security Disability Insurance, Disabled Adult Child and Supplemental Security Income Disabled Child Provisions.

Medical Continuing Disability Reviews, Redeterminations, Work Incentives and Ticket to Work will discuss the Social Security provisions that come into play once an individual is awarded benefits. These include return to work, income and resource reviews, and medical reevaluations.

Meeting the Transition Challenge Together: A Guide for Vocational Counselors and Educators will discuss the role of the vocational rehabilitation counselors, special educators, and others in developing IEPs and IPEs.

The Other Four-Year Degree will discuss apprenticeship as an option for youth – learn about paid, on the job training called Registered Apprenticeship.

Social Security Work Incentives and Ticket to Work will help people understand how to go to work while on benefits utilizing the Social Security work incentives.

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Registration Form

September 10 – 12, 2003

Conference Registration Deadline is August 18, 2003

The registration is \$150.00 for educators and other professionals
\$ 50.00 for students and family members

_____ Check enclosed (made payable to Arizona Department of Education)

_____ Purchase Order enclosed
(made payable to Arizona Department of Education)

Name: _____ Phone: _____

School District &
Address: _____

City: _____ State: _____ Zip: _____

Email address: _____

I prefer _____ meat _____ vegetarian entrees during lunch. (Please check one).

Anyone in need of a special accommodation(s) (e.g. sign language interpreter, Braille materials, special meal), please indicate below or contact Jeannette Zemeida at the Arizona Department of Education Exceptional Student Services at (602) 542-3855.

Name: _____

Accommodation needed: _____

Room Registration – Make your reservations directly with the Hilton Tucson El Conquistador Golf and Tennis Resort by calling (520) 544-5000. Rooms will be held under *Arizona Department of Education Transition Conference* through August 10, 2003 at the rate of \$58.00 not including state and local tax.

Mail or fax your registration form and payment to:

Jeannette Zemeida
Arizona Department of Education
1535 West Jefferson, Bin 24
Phoenix, Arizona 85007
Fax: (602) 542-5404
Phone: (602) 542-3855

All requests to cancel and receive full refunds must be made in writing and post marked no later than August 25, 2003. Submit your request to Jeannette Zemeida.

The contents of this publication were developed with funds allocated by the U.S. Department of Education under Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17).

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Printed in Phoenix, AZ by the Arizona Department of Education.
Copies: 2000, Total Cost: \$3513.18, Unit Cost: \$1.76, Date: 4/03